DOCUMENT RESUME

ED 306 486 CG 021 619

TITLE Child Abuse Prevention Optional Unit. Teacher Resource Manual.
INSTITUTION Alberta Dept. of Education, Edmonton.
REPORT NO ISBN-0-7732-0076-2
PUB DATE 88
NOTE 74p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Child Abuse; *Elementary Education; Elementary School Students; Foreign Countries; *Health Education; *Prevention; Resource Materials; Safety Education; *Teaching Guides
IDENTIFIERS Alberta

ABSTRACT

This teacher resource manual complements the optional Child Abuse Prevention Unit of the Elementary Health Program for schools in Alberta, Canada. The activities and suggestions contained in the manual are intended to be supportive, not prescriptive. The stated goal of this unit is to enable all children to develop the knowledge, skills, and attitudes to help protect themselves from abuse, and to assist those children who are being abused to seek help by trusting their feelings, acting assertively and effectively in problem situations, and seeking help from within their support system. This unit includes objectives from other areas of the health curriculum (self-esteem, respect for self and others, knowledge and care of one's body, awareness of feelings, and decision-making) as they apply to personal safety situations. Activities are described and grouped by grade level for grades one through six. Appendices include discussions of the dynamics of abuse, child protection legislation, detection and reporting of abuse; sample documents; and the United Nations Declarations of the Rights of the Child. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Curriculum Support

ED306486

TEACHER RESOURCE MANUAL

CHILD ABUSE PREVENTION

OPTIONAL UNIT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S Wolodko

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 021619

1988

Alberta EDUCATION

School board authorization required for classroom use.

TEACHER RESOURCE MANUAL

CHILD ABUSE PREVENTION

OPTIONAL UNIT

Elementary Health
Theme IV: Body Knowledge and Care

Alberta Cataloguing in Publication Data

Alberta. Alberta Education.
Child abuse prevention optional unit : elementary health teacher resource manual.

ISBN 0-7732-0076-2

1. Child abuse -- Prevention. I. Curriculum guides -- Alberta -- Health -- Elementary.

QP41.A333 1988 372.37

Copyright © 1988, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

Permission is hereby given by the copyright owner for any person to reproduce this curriculum guide or any part thereof for education purposes and on a non-profit basis.

The Child Abuse Prevention Unit of the Elementary Health Program was developed in response to a pressing societal need. The goal of the unit is to enable all children to develop the knowledge, skills and attitudes to help protect themselves from abuse, and to assist those children who are being abused to seek help.

The unit includes objectives from other areas of the health curriculum (self-esteem, respect for self and others, knowledge and care of one's body, awareness of feelings, and decision making) as they apply to personal safety situations. The goal is to help children assume some responsibility for their own safety by trusting their feelings, acting assertively and effectively in problem situations and seeking help from within their support systems. Children who are knowledgeable and confident are less likely to be victims of abuse.

ACKNOWLEDGEMENTS

The Child Abuse Prevention Unit Teacher Resource Manual has been developed through the cooperative efforts of many individuals and each person's contribution is sincerely appreciated. The unit has also benefitted from validation by a number of educators, interested people and community groups across the province. Their comments provided valuable assistance and direction.

Alberta Education acknowledges with appreciation the work of the Elementary Health Advisory Committee in the development of this publication. This committee worked in consultation with the Elementary Program Coordinating Committee.

Elementary Health Advisory Committee

Que Chang (Chairman)	Alberta Education, Grande Prairie Regional Office
Elaine Bolokoski	Lethbridge Roman Catholic Separate School District #9
Kip Kurylo	Grande Prairie School District #2357
Ken Parker	Rocky View School Division #41
Denele Walsh	County of Parkland #31
Dorothy White	Rocky Mountain School Division #15

Alberta Education acknowledges the contributions of the following:

Program Development within Alberta Education:

Sherry Maitson	Curriculum Design Branch
Jennifer Crane	Curriculum Design Branch
Alexandra Hildebrandt	Curriculum Support Branch
Terry Kernaghan	Curriculum Support Branch

Teacher Resource Manual Author:

Tracy McCloskey	Edmonton School District #7

Editing:

Lisa McCardle
Kim Blevins

Word Processing:

Shelley Gauthier
Lin Gray
Esther Yong

TABLE OF CONTENTS

This teacher resource manual is designed to complement the optional Child Abuse Prevention Unit of the Elementary Health Program. The activities and suggestions contained in the manual are intended to be supportive, not prescriptive. The following components are included in the document:

Page

INTRODUCTION

- Provincial, School Board, and School Policies 1
- Teacher Preparation 1
- Parental Involvement 1
- Organization for Instruction 2
- Authorized Resources 3
- Classroom Environment 5
- Evaluation 5

GRADE ONE ACTIVITIES 9

GRADE TWO ACTIVITIES 23

GRADE THREE ACTIVITIES 35

GRADE FOUR ACTIVITIES 43

GRADE FIVE ACTIVITIES 51

GRADE SIX ACTIVITIES 61

APPENDICES

- Appendix A – Dynamics of Abuse 71
- Appendix B – Child Protection Legislation 73
- Appendix C – Detection and Reporting of Abuse 75
- Appendix D – Sample Documents 77
- Appendix E – United Nations Declaration of the Rights of the Child 81

PROVINCIAL, SCHOOL BOARD, AND SCHOOL POLICIES

It is recommended that teachers be familiar with policies relating to child abuse prevention, detection and reporting at the provincial, jurisdiction and school levels. The provincial policy is outlined in the document, *Protocol and Guidelines for Child Welfare Workers and School Personnel*, a copy of which should be available in each school. Additional copies may be obtained from Legislative Services, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2, phone (403) 427-2041.

The Child Abuse Prevention Unit is an optional component of the Elementary Health Program. **Teachers must ensure that local school board approval is in place before teaching the unit** and should determine whether the board has approved the use of specific terminology for private parts of the body.

Teachers should also be aware of school and board policies and guidelines relating to the topic of child abuse. Parental permission is recommended before the unit is offered.

TEACHER PREPARATION

Knowledge about the nature and dynamics of abuse, the indicators of abuse, the effects it has on a child's behaviour and performance in school, how to handle disclosure, local reporting procedures and community support agencies, is essential for the successful teaching of the unit (see Appendices A, B and C). This manual and the *Protocol and Guidelines for Child Welfare Workers and School Personnel* will assist in preparing teachers. There are many social service offices that are willing to provide inservice assistance, and local school jurisdictions may wish to cooperate in providing these inservice programs in their area. Further information on the topic of child abuse may be obtained from the Office for the Prevention of Family Violence, Alberta Social Services, 11th Floor, Seventh Street Plaza, 10030 - 107 Street, Edmonton, Alberta, T5J 3E4, phone (403) 422-5916, or the District Social Services Office.

PARENTAL INVOLVEMENT

Parent involvement, cooperation, and approval are important to the success of this unit. Increasing awareness about child abuse will assist parents to understand and recognize abuse, and will encourage family discussion about prevention of abuse and their own personal safety rules.

Experience indicates that implementation is smoothest and community acceptance is greatest when the following conditions have been met prior to introducing this unit:

- parental permission is sought for each child who will be taught this unit
- a parent information meeting is held.

The meeting should give parents the opportunity to learn generally about child abuse and specifically about the Child Abuse Prevention Unit and the learning resources that support it. Community agencies, such as the District Social Services Office, may be of assistance in securing a guest speaker on the dynamics of child abuse for the parent information meeting.

Some schools may choose to send home information as the unit progresses. Parents, especially those who are unable to attend the parent information meeting, may appreciate an outline of the program. It should include specific timelines so that there can be family discussion of the objectives as they are taught. Take-home activities that involve the parents could also be provided to personalize the program; children could list the people in their support systems, prepare a phone list of important numbers and help develop their own family's safety rules.

An invitation to contact the school if there are questions and concerns should be included. A follow-up questionnaire at the end of the unit will assist in evaluating the success of the program.

Samples of letters, a parent meeting agenda and a parent questionnaire are included in Appendix D.

Teachers must respect the wishes of parents who withhold permission for their children to take part in the unit. Arrangements should be made for those children to take part in another activity outside of the classroom during the program lessons, without drawing undue attention to their non-participation.

ORGANIZATION FOR INSTRUCTION

The Child Abuse Prevention Unit has been placed in the Safety and First Aid section of Theme IV: "Body Knowledge and Care", so that children perceive personal safety as a logical extension of other safety practices. **The emphasis is on safety, prevention and protection, not on sexuality. For this reason, it is recommended that the unit NOT be integrated with Theme V: "Human Sexuality".**

Many of the objectives overlap with other areas of the health curriculum, particularly those dealing with feelings, families and community support systems. Some suggestions for integration with social studies and language arts objectives have also been provided. Teachers are encouraged to use an integrated approach; by taking advantage of the overlap, it is anticipated that the objectives that are unique to this unit can be completed in approximately three hours of instructional time.

It is recommended that the unit be taught during the second half of the school year to enable other safety practices to be taught first, and to allow the teacher time to develop the safe and comfortable classroom atmosphere so necessary for the success of this unit. Ideally, the classroom teacher, or a teacher with whom the children are familiar, should teach the unit. Not only will the children feel more secure, but also the ideas can be more easily presented within an integrated context.

It is more effective, especially at the primary level, to teach the unit in short blocks of time over consecutive days. Reviewing objectives covered in previous classes and presenting small amounts of new information at one time is also recommended.

This manual is organized by grade level. Objectives from the program of studies statement are listed in the "Content" column. Teachers are encouraged to develop programs suited to the needs of their students, using the recommended resources, an assortment of the "Suggested Activities" and/or their own locally-developed activities. A sample sequence of activities, that addresses the objectives in the absence of resources, has been provided for each grade level.

Teachers may wish to extend activities to ensure that various learning styles are accommodated. There is a predominance of discussion and role-playing activities because research and experience have shown these strategies to be effective in this area. Scenarios can be adapted for written, partner, small group or whole class consideration.

AUTHORIZED RESOURCES

The following learning resources have been authorized by Alberta Education. Their status is RECOMMENDED.

Grades 1-3

The C.A.R.E. Kit. Child Abuse Research and Education Productions, 1984. Distributed by C.A.R.E. Productions Association of B.C., P.O. Box 183, Surrey, British Columbia, V3T 4W8. Available from Learning Resources Distributing Centre (LRDC), 12360-142 Street, Edmonton, Alberta, T5L 4X9. (LRDC code: OHL01019)

The kit includes message and discussion cards, puppets, children's book, audiotape and lesson planning guide. Through discussion and a variety of activities, children learn about personal safety and the prevention of child sexual abuse. Emphasis is placed on developing a sense of ownership and responsibility for one's own body and feelings. Children are taught how to protect themselves by learning about potentially dangerous situations, practising assertive behaviour and identifying adults who could help them.

Note: Preview is essential. Some cards present specific terminology for private parts of the body and therefore may not be consistent with the approach used in some schools.

Now I Can Tell You My Secret, videotape. Walt Disney Productions, 1984. Available from ACCESS NETWORK. (VC 280001)

This video is the story of Andrew, a young boy who is keeping a secret that he was molested by a neighbour and then persuaded not to tell anyone. At school he learns about personal safety rules and he then stands up to the neighbour. He goes home and tells the secret to his parents. Children learn to distinguish between "good" and "bad" touches and how to say no, get away and tell an adult about uncomfortable situations.

Safety Kids, songbook and cassette by Janeen Brady. Brite Music Enterprises, 1983. Available from Learning Resources Distributing Centre (LRDC) – address above. (LRDC Code: 0HL01017–8)

Through eight songs and dialogue between the five child members of the Safety Club, children learn about personal safety rules, including how to look out for each other, how to remember one's telephone number, what to do if at home alone, what to do and who to tell about undesirable and situations and not to keep secrets.

Some Secrets Should Be Told, videotape and teachers' guide. Family Information Systems Inc.,1982. Distributed by Canadian Learning Company, 2229 Kingston Road, Suite 203, Scarborough, Ontario, M1N 1T8

This video is an introduction to the subject of sexual abuse. Two puppets, Cat-a-Lion and Audrey, and Susan, a parent figure, discuss a young female friend who has been sexually abused by her uncle. Children become aware of the problem of sexual abuse, how and why to seek help, that a child is not at fault and that the abuser needs help.

What Tadoo, videotape. J. Gary Mitchell Film Company, 1985. Distributed by Marlin Motion Pictures, 211 Watline Avenue, Mississauga, Ontario, L4Z 1P3

The purpose of this video is to teach children how to deal with threatening and potentially dangerous situations, including bullying, strangers and sexual abuse. Thaddeus, a young boy who is being bullied by an older child at school, visits the Land of Lessons in a dream sequence. Puppet characters attempt to help the boy solve his problem by teaching him personal safety rules. He is then able to tell his mother about his problem.

Grades 4-6

Sometimes It's O.K. to Tattle, videotape and teachers' guide. Family information Systems Inc., 1979. Distributed by Canadian Learning Company - address above. (Grade 4)

In this video, two puppets, Cat-a-Lion and Audrey, and Susan, a parent figure, discuss the physical abuse of a young male friend by his family. The difference between discipline and physical abuse is outlined and children learn how to seek help, that tattling is appropriate in a personal safety situation and that a child is not responsible for being abused. A positive message is given that help is available for both the abused and abuser.

Some Scars Do Not Show, videotape and teachers' guide. Family Information Systems Inc., 1985. Distributed by Canadian Learning Company - address above. (Grade 5)

This video is intended as an introduction to emotional abuse. A situation in which a young male friend has been emotionally abused by his parents is discussed by two puppets, Audrey and Cat-a-Lion, and Susan, a parent figure. Children learn about the nature of emotional abuse, that the child is not at fault, how and why to seek help and that help is available for the abused and abuser.

Better Safe than Sorry I, videotape. Vitascope. Available from ACCESS NETWORK. (VC282401)

In this video two children, Joanna and Ted, introduce some potentially dangerous situations to help children learn to make judgements and develop safety strategies. Scenarios, including a stranger at the park, an invitation to ride in an acquaintance's car and being left alone at home, are dramatised and it is suggested that the film is stopped so that children can discuss the appropriate action to take. The recurrent theme is that although most adults do not harm children it is better to be safe than sorry.

Feeling Yes, Feeling No, student videotape. National Film Board, 1985. Available from ACCESS NETWORK. (VC282501-3)

This video is designed to teach children about personal safety, sexual assault prevention and decision making. Three actors engage in role playing in a classroom before an audience of students, who then participate in questions asked by the actors. Children learn to identify and communicate "yes" and "no" feelings, to cope with encounters with strangers and to deal with sexual assault situations, including the importance of seeking help.

Note: Preview is essential. The video (Part 2 onwards) presents specific terminology for private parts of the body and therefore may not be consistent with the approach used in some schools.

Yes, You Can Say No, videotape and teachers' guide. Canadian Learning Co. Distributed by Canadian Learning Company - address above.

In this video a boy, David, has been molested by his Uncle Jim, who has been helping him improve his baseball skills, and has been told not to tell this secret. David's two friends teach him safety rules, including assertiveness. David and his friends practise their safety skills in a number of situations, including being invited to ride in a car by a neighbour and being bullied at school, and David then tells his mother about his uncle. Children learn that abuse is not their fault and that it is important not to keep secrets.

CLASSROOM ENVIRONMENT

The goal of this unit is to provide personal safety information in a context that will not alarm students and make them suspicious or distrustful of adults. Knowledge, skills and attitudes that relate to positive self-esteem and responsibility for taking care of oneself are valuable in all areas of a child's life. They should be reinforced by this unit and expanded to include the area of personal safety.

The teacher plays a key role in establishing this positive atmosphere. Presenting information in a calm, simple, straightforward way will convey to children the importance of the material. Approaching difficult areas from a normal and positive state of affairs will help children maintain a realistic perspective. For instance, "Most adults are kind and good people, but there are some who are not and it's important to know how we can keep ourselves safe."

An open, trusting and non-judgmental environment will help students speak more freely, and their discussion of the concepts addressed in this unit is vital. Participation may be facilitated through such means as seating arrangements, puppets, anonymous question boxes, partner or small group conversations, "What if?" situations and role playing. When scenarios are used, it is suggested that specific names not be given to abusers and that sensitivity be used in assigning names to victims. Every effort has been made in the development of the scenarios included in this manual to avoid inappropriate sex or age stereotyping and to maintain a balance of positive and negative examples.

Teachers may wish to anticipate and prepare for topics that could arise (e.g., "Why do people do this?" or "What happens when someone tells?"). Occasionally, questions may arise which the teacher would prefer to answer privately or defer until further information is gathered. If discomfort or embarrassment is evident, a statement to the class in general acknowledging that "Sometimes it can be a little uncomfortable to talk about these things, but that's OK" can help everyone feel at ease.

EVALUATION

It is suggested that evaluation of students during this unit be based on observation and done on a continuous, informal basis, and recorded anecdotally, rather than by a pre- and post-test. Much of the learning is long range and objectives are reviewed year by year.

Student interest and participation in discussions and activities, changes in attitudes, and increasing confidence and assertiveness will demonstrate that concepts are understood and objectives are being met. Limited participation does not necessarily mean limited learning, especially for the child who has been abused.

At the end of the unit, teachers may wish to collect oral or written information from individual children to find out what was important to them and if they can remember specific content. Parent and/or student questionnaires may help to give a more general evaluation of the whole program.

ACTIVITIES

GRADES ONE TO SIX

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
3. Child Abuse Prevention (Optional)*:	
(a) Demonstrates understanding that people have many kinds of feelings (see also Grade 1 – Theme 1, B.1).	• C.A.R.E. KIT Message Cards 1, 4 Discussion Cards 1a, 1b, 4b • FEELING WORDS: Brainstorm with class all the different feeling words they can name. Take one feeling word and illustrate it. Have students dictate or write one or two sentences describing their picture. Share with class. • FEELING CUBE: Prepare a paper cube with six different emotions pictured on its sides. Sit together in a circle while individuals take turns throwing the cube and discussing the feeling depicted. • RELATED ACTIVITY: Have children sing songs and read poems about feelings and discuss their meanings. • EXCITED OR SCARED?: Introduce the following situation to students and discuss possible outcomes: *Susan and Donald were at the amusement park with their mom. Susan, nine years old, wanted to ride the roller coaster. Donald, six years old and scared, refused to get on it. Susan started to call him names. He began to cry.* How is each child feeling? Is it all right for Donald not to go on the ride? Why/why not? Can you think of a situation you like, but someone else might not like?
* Local school board approval required.	

GRADE 1

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(b) Demonstrates understanding that different kinds of touching can give people different feelings (e.g., good, bad, confused).	**TEACHERS' NOTE: The importance of touch as a normal, healthy and positive aspect of life should be emphasized.** **Ensure students recognize the feelings of confusion. Victims often experience mixed feelings.** • C.A.R.E. KIT Message Card 5 Discussion Cards 5a, 5b • GLAD TO SEE YOU: Introduce the following situation to the students: *It was Monday morning and Navinder was waiting outside for the school bell to ring. As soon as Navinder got to her classroom she saw Mrs. Mitchell, her teacher. Mrs. Mitchell came up to Navinder and gave her a hug saying, "Welcome back." Navinder smiled and said, "Good morning."* How did this touch make Navinder feel? Was it a good (yes) or bad (no) feeling? When have you had a good (yes) feeling from a touch? • SOCCER SCUFFLE: Introduce the following situation to the students: *It was Shandro's first day in Grade 1 and he was feeling a little scared. He walked around the playground and saw some boys and girls playing soccer. He started to play with them, when a big boy came along and pushed him down.* How did this touch make Shandro feel? Was it a good (yes), bad (no) or confused feeling? When have you had a touch that gave you a bad feeling? • NAME THAT TOUCH: Ask students to remember a time when they were touched in a way they liked. Then ask for a word to describe the way they felt. Write these words down on a large sheet of paper. Label these feelings good (yes) feelings, ☺. Follow the same format for bad (no) feelings, ☹ and confused feelings, ?. Post the lists and add to them over the next few weeks. Cut out pictures from magazines and create a collage of touches.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(c) Appreciates the importance of trusting one's own feelings.	**TEACHERS' NOTE: Assertiveness can be introduced here and reinforced throughout the rest of the unit. Assertiveness is quite different from aggressiveness, and in these two sample scenarios children can be considerate of the feelings of others while they are firmly expressing their own feelings.** • C.A.R.E. KIT Message Cards 4, 9 Discussion Cards 9a, 9b • HOW DO I KNOW?: Introduce the following situation to the students: *One day, Jill's sister was tickling her. She was having fun at first but then became unhappy with the tickling. She didn't want the fun to stop but at the same time she wanted the tickling to stop.* How did she feel? (confused) How can she decide what to do? (trust her feelings about the touching) What should she do? (ask her sister to stop) • THE INSIDE VOICE: Introduce the following situation to the students: *Tim often went with his mom to visit her best friend. She always wanted him to give her a kiss and a hug before they went home. Tim really liked his mom's best friend but he didn't like having to kiss and hug her.* What kind of feelings does Tim have? Why might he have mixed feelings? What should he do? The children may wish to role play their suggestions.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(d) Recognizes the need for privacy and that it should be respected (e.g., when dressing, bathing). (see also Grade 1 – Theme I, D.1)	**TEACHERS' NOTE: The message that nudity is wrong should not be conveyed to children but, rather, that the individual desire for privacy should be respected.** • C.A.R.E. KIT Discussion Card 6a • WHAT IS PRIVATE?: (Integrate with language arts.) Have students make drawings or booklets illustrating private places, such as the bathroom, or private possessions that are of significance to them. • A HELPING HAND: Introduce the following situation to the students: *Greg plays hockey every Tuesday after supper. He had a really rough game last week and felt very tired when he came home. When he was bathing, his dad knocked on the door and asked him if he needed any help. Greg said sure. Soon they were both laughing and splashing water on each other. As his dad helped towel him dry Greg smiled and felt warm both inside and out.* How did Greg feel about having his dad help him wash? How do we know? Do you like having someone help you wash? What does it mean to feel warm both inside and out? • PRIVATE TIMES: Introduce the following situation to the students: *Laura has a regular baby-sitter every Monday night because both her parents work late. Her baby-sitter comes in to the bathroom when she is in the bathtub. Laura doesn't like it.* How is she feeling? When do you like some privacy? How could she ask her baby-sitter to respect her privacy?

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(e) Demonstrates understanding that the privacy of parts of the body should be respected. (**Elective***: Learns the names of the private parts of the human body.)	• C.A.R.E. KIT Message Cards 2, 3 Discussion Cards 3, 4a • PRIVATE PARTS: Display to students various pictures of human beings, including persons dressed in bathing suits. Use these pictures to discuss with students that the private parts of the body are those covered by a bathing suit. These parts are not usually seen or touched by other people. If using specific terminology, use a simple line drawing to illustrate that the private parts of the boy are the penis, testicles, and bottom, and the private parts of the girl are the breasts, vagina (a small opening between the girl's legs), vulva (outer genitalia), and bottom. The teacher may wish to discuss the importance of knowing the proper names for the private parts. Emphasize that everyone's body is their own and that the privacy of the body should be respected.
* Local school board approval required.	

GRADE 1

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(f) Recognizes situations where touching of the private parts of children is appropriate (e.g., cleanliness, medical reasons).	• C.A.R.E. KIT Discussion Cards 5c, 9a • GROWING UP STRONG: Initiate a discussion with students on what things they can do now for themselves that they couldn't before. Reinforce their feelings of competence in discovering new strengths. Facilitate the students in observing that as a baby they needed help doing many things, including changing their soiled diapers. Is it all right for someone to touch a baby's private parts when changing a diaper? When might it be all right for someone to touch your private parts now? (Examples would be going to a doctor or getting help washing.)
(g) Recognizes situations where touching of the private parts may cause unpleasant or confused feelings and may be wrong (e.g., touching of a child's private parts by an older person; a child being forced to look at or touch an older person's private parts).	• C.A.R.E. KIT Message Card 6 Discussion Cards 6a, 6b • IS THIS A GOOD REASON?: Introduce the following situation to the students: *Maria often played at her friend Christine's house after school. Sometimes Christine's older brother would tease them and chase them around the house. One day, he caught Maria but before he let her go he put his hands between her legs and rubbed her private parts. Maria was surprised and confused. She wondered why he did that?* How did Christine's brother's touch make Maria feel? Was it a good (yes), bad (no) or confused feeling? Did he have a good reason to touch her private parts? What should Maria do? Who should she tell? If an adult or older boy or girl touched your private parts without a good reason, what would do? (You may wish to introduce the "Four Safety Actions" at this point. – say no very decisively – get away from the source of the abuse – tell someone you trust what is happening – keep telling about it until someone helps you.) Reassure students that most adults care about children and do not want to hurt them.

GRADE 1

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(h) Demonstrates understanding that children should not keep secrets about touching that gives them bad or confused feelings.	**TEACHERS' NOTE: Other means of coercion should also be discussed, such as tricks, threats and bribes. Some children who are victims and have not disclosed the abuse, may feel guilty about their nondisclosure. The teacher should convey the two-fold message that not telling is understandable and that telling is both necessary and safe.** • C.A.R.E. KIT Message Card 8 Discussion Card 8 • NOW I CAN TELL YOU MY SECRET: View and discuss film. • SECRETS CAN HURT: Introduce the following situation to the students: *Sandy likes to walk home from school with her big brother and his friend. One day when her brother had a volleyball practice, Sandy walked home with his friend. He came into her house with her to wait until her mom got home. He made Sandy touch his private parts. He told Sandy that this was their special secret and warned her not to tell anyone. He said her brother would not believe her and would laugh at her. Sandy was very worried all evening and all night. She was scared to tell this secret.* Did the touch give Sandy a good (yes), bad (no) or confused feeling? How do we know? Does she want the touching to stop? Should she keep the secret? Do you think it's true that her brother would not believe her and would laugh at her? What should she do? • SKATEBOARD SECRET: Introduce the following situation to the students: *Amy's mom works late and sometimes her mom's boyfriend comes over before she gets home. He likes to playfight with Amy and he touches her private parts. He bought her a skateboard and says she can keep it if she lets him touch her. Amy really likes the skateboard, but the touching gives her a bad (no) feeling.* Should Amy keep the secret? What should she do?

GRADE 1

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(i) Lists and demonstrates understanding of the "Four Safety Actions" that should be taken to deal with a potentially abusive situation: - say "no" very decisively - get away from the source of the abuse - tell someone you trust what is happening - keep telling about it until someone helps you.	**TEACHERS' NOTE: Assertiveness, not aggressiveness should be encouraged. You may wish occasionally to use puppets for role playing. Some students are more able to express themselves through puppets.** • C.A.R.E. KIT Message Cards 7, 10, 11 Discussion Cards 7a, 7b, 7c, 10, 11 • WHAT TADOO: View and discuss film. • IT'S O.K. TO SAY NO: Present the following situation to the students: *Judy was walking home one day when her neighbour asked her if she'd like to come in for a cookie. While they were in the kitchen he tried to touch Judy's private parts. She was scared but she stood tall and said loudly, "No". He stopped. Right away she ran home and told her mom and dad. They were proud of her for saying no and telling them what happened.* How did Judy trust her feelings? What are the four things you should do if something like this ever happened to you? Role play Judy saying "no". • HERE'S WHAT TO DO: Have the students take a large sheet of paper and divide it into four sections. In each box have them draw a picture to illustrate these four safety actions. Encourage them to take them home to show their parents and discuss their new safety actions.

GRADE 1

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(j) Demonstrates understanding that the victim is not to blame in abuse situations.	**TEACHERS' NOTE: Children may feel a sense of responsibility, guilt, fear and/or shame in abuse situations.** • C.A.R.E. KIT Discussion Card 10 • IT'S NOT YOUR FAULT: Introduce the following situation to the students: *One day, after his gymnastics class, John's coach asked him if he would stay behind and help her clean up. During the ride home the coach touched John's private parts. He turned red and said "Stop that," but she didn't. As soon as they got to his house he ran out of the car. John was scared to tell his parents. He thought about it all night and as he still felt very confused, he told his parents the next morning. They were sorry to hear what happened to him but very glad he told them. They told him it wasn't his fault.* How did John feel about the touching? Should he have stayed after the practice to help his coach? Was it his fault that she touched him? Did the coach listen when he said "no"? Did he trust his feelings? If he hadn't said "no" would it have been his fault that his coach touched him? (No, it was not the child's fault.) • IT'S ALL YOURS: Create a scenario for your class in which a safety rule is broken and a child is abused. Emphasize during the discussion that the child is not at fault.

GRADE 1

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(k) Identifies people who could help in abuse situations (see also Grade 1 – Theme IV, F.1).	• C.A.R.E. KIT Message Card 12 • WE CAN HELP YOU: Ask children to think of adults they could go to if they were touched in a way they didn't like. Ask the children to tell a partner who they chose and why they selected the people they did. Then provide an opportunity for whole group sharing, and discuss members of the community who could assist them. • INTEGRATION – SOCIAL STUDIES: Integrate a personal safety program with Grade 1 Social Studies, Topic A, "My School". Interview various people in the school and identify them as a support group. • COMMUNITY SUPPORT: Have each child find three phone numbers of people who could be called in case of an emergency. Discuss people in the community, such as block parents and local storekeepers, who could assist children. Invite the local police department or RCMP to visit the school, if they have any special presentations on personal safety. Invite parents to attend as well. • CHILD ABUSE HOTLINE: Inform students of this 24-hour telephone line crisis line that handles all types of child abuse (dial 0 and ask for Zenith 1234). Students could practise, with partners, dialling the number on a play telephone.

GRADE 1

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(I) Demonstrates understanding of basic safety rules (see also Grade 1 - Theme IV, E.1), and lists the three "Don't Go If It's No" questions* for avoiding potentially dangerous situations: – Do I have a "yes" feeling? – Will anyone know where I am? – Can I get help if I need it?	• SAFETY KIDS: Sing "We're the Safety Kids". • MANY KINDS OF SAFETY: Write the words "Personal Safety" on the board and read them to the class. Discuss what the word safety means. Use the context of fire safety or bike safety if desired. Underline person in personal and discuss what this word means. Assist students in discovering that personal safety is taking care of one's body and feelings, one's person. Explain they will be learning personal safety rules about how to keep themselves safe. List the rules as they develop. • WHO IS A STRANGER?: Ask students to define a stranger (someone who has not been introduced to you by an adult you trust). Stress that most adults DO NOT want to hurt children, but that to keep ourselves safe we are learning some safety rules. Ask the students if the following persons are strangers: an older boy you see every day at the park, a woman who walks by you on the street and asks directions, your new music teacher, a man who talks to you at the playground and who wants to take your picture, your friend's mom. • DON'T GO IF IT'S NO: Have a puppet introduce the three "Don't Go If It's No" questions. If a child answers "no" to any of them, he or she should not go with any person. Discuss a scenario with the children and have them practise the three "Don't Go If It's No" questions in role-playing situations with a partner. • PASSWORD: As a take-home activity, children, with the help of their families, could make a list of people with whom they are allowed to go. Some families have their own password system.

* Adapted from "Three Stranger Questions", Feeling Yes, Feeling No, © 1985, National Film Board. Reprinted by special permission of National Film Board/Green Thumb Theatre.

GRADE 1

THEME IV: BODY KNOWLEDGE AND CARE

GRADE 1
SAMPLE ACTIVITIES SEQUENCE

If no resources other than the *Teacher Resource Manual* are available, this sequence of activities is provided as an example of how the objectives may be covered. Approximate times are indicated.

LESSON	ACTIVITIES
1	Feeling Cube (10 minutes)
2	Excited or Scared? (10 minutes)
3	Glad to See You; Soccer Shuffle (10 minutes)
4	How Do I Know? The Inside Voice (15 minutes)
5	What is Private? (integrate with language arts); Helping Hand; Private Times (15 minutes)
6	Private Parts (15 minutes)
7	Growing Up Strong; Is This a Good Reason? (15 minutes)
8	Secrets Can Hurt; Skateboard Secret (15 minutes)
9	It's OK to Say No; Here's What to Do (30 minutes)
10	It's Not Your Fault (10 minutes)
11	We Can Help You (15 minutes)
12	Child Abuse Hotline (10 minutes)
13	Many Kinds of Safety; Who is a Stranger? Don't Go If It's No (40 minutes)

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
3. Child Abuse Prevention (Optional)*:	
(a) Demonstrates understanding of child abuse prevention objectives taught in Grade 1.	• C.A.R.E. KIT Message Cards 1, 4 Discussion Cards 1a, 1b, 4b
– Demonstrates understanding that people have many kinds of feelings.	• HAPPY, CONFUSED OR SAD?: Brainstorm with students to develop a list of feeling words. Write each word on a card, 15cm x 5cm. Write on the blackboard , and . Have the students categorize their words by placing them (on a long strip of masking tape) under the appropriate category. Words such as surprised and scared may fall under the question mark category. Do not insist that everyone agree on the placement of the cards, but have students share their rationale as they place the cards under the category of their choice.
	• BODY TALKS: Select a feeling word, such as happy, and explain to the class that you are going to mime a word for them. After the class makes a few guesses at the mystery word, discuss the power of body language with them. Have them practise using their eyes, head, facial expression, hands and body shape to express emotion. Later, use words and vary intonation and volume to convey various forms of expression.
	• DIFFERENT FEELINGS: Introduce the following situation to the students: *Diane and Roger were watching a scary show on TV. Diane thought it was great. Roger didn't like it at all.* Discuss as a class. In partners, ask children to tell about situations that may produce different feelings in different people (e.g., going on an airplane, sleeping away from home, singing a song in front of the class, petting a big dog).
* Local school board approval required.	

GRADE 2

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
– Demonstrates understanding that different kinds of touching can give people different feelings (e.g., good, bad, confused).	**TEACHERS' NOTE: The importance of touch as a normal, healthy and positive aspect of life should be emphasized. Ensure students recognize the feelings of confusion. Victims often experience mixed feelings.** • C A R E KIT Message Card 5 Discussion Cards 5a, 5b • TOUCH DETECTIVE: From observations of your students, both within the classroom and on the playground, note the types of touches demonstrated and the subsequent emotions evoked in both the sender and recipient. Share a few of these observations with the class. Before sharing your observations with the class, have them write down as many types of touching they can recall. Compile a class list. Share a few of your observations to stimulate discussion. For example, "Today at recess I saw someone in our class holding hands with someone else. I think they both liked the touch because they were smiling at each other. When have you been touched in a way that gave you a good (yes) feeling? A bad (no) feeling? How can others tell how you are feeling?" Have the children be touch detectives. Role play different kinds of touching. • PLAYING OR FIGHTING: Present the following situation to the students: *Vineeta and Susan were play fighting at recess time and they were both giggling. As they rolled over in the grass Susan sat on top of Vineeta. Soon Vineeta had trouble breathing. Vineeta started to yell at Susan and tried to push her off.* How did the girls feel in the beginning of their play fighting? Did they have good (yes) or bad (no) feelings? When did the feelings change? How do you know? What could you do if good (yes) feelings turned into bad (no) feelings? Other examples could include tickling.

GRADE 2

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
– Appreciates the importance of trusting one's own feelings.	**TEACHERS' NOTE: Assertiveness can be introduced here and reinforced throughout the rest of the unit. Assertiveness is quite different from aggressiveness and children should be encouraged to be considerate of the feelings of others while they are firmly expressing their own feelings.** • C.A.R.E. KIT Message Cards 4, 9 Discussion Cards 9a, 9b • WHAT IF...?: Introduce to students scenarios such as the following and discuss their feelings, and what action they would take: – What if you were walking home from school in the rain and someone you didn't know offered you a ride home? – What if your grandma came to visit and gave you a big long hug? (Some children may really enjoy the hug. Others may feel smothered.) Accept all responses as valid and emphasize trusting one's feelings. You may wish to extend the lesson into the language arts area by having students create a booklet depicting one of the scenarios and how they trusted their feelings. Invite them to take it home to share with their parents.

GRADE 2

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
– Recognizes the need for privacy and that it should be respected (e.g., when dressing, bathing).	**TEACHERS' NOTE: The message that nudity is wrong should not be conveyed to children but, rather, that the individual desire for privacy should be respected.** • C.A.R.E. KIT Discussion Card 6a • PRIVATE TIME FOR ME: Have children brainstorm situations where they would like privacy. Examples may be dressing, bathing, or not being disturbed when they are feeling upset, or working on a special project. Role play or discuss appropriate ways to let people know you would like some privacy. • PLEASE KNOCK: Present the following situation to students: *One Saturday morning as Kenny was getting dressed his older sister, Lisa, ran into his bedroom without knocking. Kenny snapped at her, "Do you mind knocking!" but Lisa just grinned and said, "Oh come on, kid, don't be stupid". Kenny felt very embarrassed and wanted some privacy.* Was Kenny being stupid? Why did he want Lisa to knock? What could he do to make sure it doesn't happen again? Who should he tell if it continues to happen? Encourage children to discuss with their families the privacy guidelines in their homes.
– Demonstrates understanding that the privacy of parts of the body should be respected (**Elective***: learns the names of the private parts of the human body).	• C.A.R.E. KIT Message Cards 2, 3 Discussion Cards 3, 4a • SAFETY KIDS: Sing "Stay Outside of My Line" • PRIVATE ZONE: Have students define the word private. Using a picture of children in bathing suits, explain that the private parts of the body are those covered by a bathing suit. Emphasize that these parts are not usually seen or touched by other people and they belong to you. Specific terminology includes breasts, vagina, vulva, bottom, penis and testicles. • RELATED ACTIVITY: Play games or movement activities in which children need their own space.
* Local school board approval required.	

GRADE 2

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
– Recognizes situations where touching of the private parts of children is appropriate (e.g., cleanliness, medical reasons).	• C.A.R.E. KIT Discussion Cards 5c, 9a • PRIVATE PARTS: Discuss appropriate touching of private parts. For example, changing a baby's diaper, going to the doctor, and wanting someone to help you wash. It is not appropriate for children to touch another person's private parts.
– Recognizes situations where touching of the private parts may cause unpleasant or confused feelings and may be wrong (e.g., touching of a child's private parts by an older person; a child being forced to look at or touch an older person's private parts).	• C.A.R.E. KIT Message Card 6 Discussion Cards 6a, 6b • SOMETIMES IT'S HARD TO SAY NO: Introduce the following situation to students: *Annie's mother has a new boyfriend. He takes Annie to the park on Saturdays, and he reads bedtime stories to her. Annie likes this special attention. But whenever the boyfriend baby-sits Annie he wants to touch her private parts. Annie is feeling scared and confused. He told her that if she tells she will be in big trouble and no one will believe her.* Does Annie have a good (yes), bad (no) or confused feeling? Does the boyfriend have a good reason to touch her private parts? Does Annie like him? Why is it hard for her to say no and to tell? Do you think it's true she would get into trouble and not be believed if she tells? What should she do?

GRADE 2

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
- Demonstrates understanding that children should not keep secrets about touching that gives them bad or confused feelings.	**TEACHERS' NOTE: Other means of coercion should also be discussed, such as tricks, threats and bribes. Some children who are victims and have not disclosed the abuse, may feel guilty about their non-disclosure. The teacher should convey the two-fold message that not telling is understandable and that telling is both necessary and safe.** • C.A.R.E. KIT Message Card 8 Discussion Card 8 • NOW I CAN TELL YOU MY SECRET: View the video and, as part of the follow-up, discuss why it was hard for the character to disclose his secret. • SHOULD I TELL?: Present the following situations to the students. Discuss which of the secrets should be told and to whom: - What if your best friend, Michael, told you his mom was having a baby, but that it's a secret? - What if an older boy from your school saw you at the park a few times and tried to touch your private parts ? He told you it was a secret and that he would get you into trouble with your teacher if you told. - What if a neighbour asked you over to see a new movie and then showed you his private parts? He said it was a secret and if you told nobody would believe you.. - What if your baby-sitter said you could stay up late if you touched her private parts?

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
– Lists and demonstrates understanding of the "Four Safety Actions" that should be taken to deal with a potentially abusive situation: – <u>say "no"</u> very decisively – <u>get away</u> from the source of the abuse – <u>tell someone you trust</u> what is happening – <u>keep telling</u> about it until someone helps you.	**<u>TEACHERS' NOTE</u>: Assertiveness, not aggressiveness should be encouraged. You may wish occasionally to use puppets for role playing. Some students are more able to express themselves through puppets.** • <u>C.A.R.E. KIT</u> Message Cards 7, 10, 11 Discussion Cards 7a, 7b, 7c, 10,11 • <u>SAFETY KIDS</u>: Sing, "Yell and Scream". • <u>WHAT TADOO</u>: View the film and, in discussing it, emphasize the "Four Safety Actions". You may wish to have the children write down the safety actions and take them home to share with parents. • <u>HOW TO SAY NO</u>: Review the "Four Safety Actions". With partners, or in small groups, practise different ways to say no. For example: "Stop that, I don't like it", "Leave me alone, I'm going to tell". Encourage students to sit or stand assertively and look as if they mean what they say. In a circle, share examples. • <u>THE UH-OH FEELING</u>: Introduce the following situation to the students: *Terry was on his way home one day when his neighbour called to him and asked him to come over to see his new kittens. Terry said he'd just tell his dad first, but the neighbour insisted he come now, before he went to the store. Terry said "O.K." When Terry got inside his neighbour's house, he discovered there were no kittens. The neighbour wanted Terry to take off his clothes. Terry trusted his feelings and said "No way!" and ran out the door. He went home and told his dad all that had happened. His dad believed him and held him tight. Terry felt that he had done the right thing.* Did Terry know about personal safety? How can you tell? How did the neighbour trick him? Was it Terry's fault that he was tricked?

GRADE 2

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
– Demonstrates understanding that the victim is not to blame in abuse situations.	**TEACHERS' NOTE: Children may feel a sense of responsibility, guilt, fear and/or shame in abuse situations.** • C.A.R.E. KIT Discussion Card 10 • YOU'RE NOT TO BLAME: Review the "Four Safety Actions" and ask students who is to blame when a child has a bad (no) feeling about being touched. Stress that it is always the abuser's fault. Before reading the following story, inform the class that you will be stopping the story in the middle and asking them to write an ending. *Jody's grandfather lived with her family ever since her grandma died and sometimes at night he would come into her bedroom and try to touch her private parts. Jody felt very scared and didn't know what to do. The last time he came, he brought a brand new doll and said she could have it if she let him touch her. Jody loved the doll but she didn't like her grandpa's touching.* With a partner, finish the story and illustrate it. Discuss the endings. Ensure that students are aware of the difference between a bribe and a gift. Stress that, even if Jody took the doll, the touching wasn't her fault.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
– Identifies people who could help in abuse situations.	• C.A.R.E. KIT Message Card 12 • SAFETY KIDS: Sing, "Look for a Grandma". • SUPPORT SYSTEM: Have students draw a circle on a blank sheet of paper and in the centre of the circle draw a smaller circle. Inside the smaller circle write their name. Draw eight lines from the smaller circle to the edge of the large circle (radius) thereby dividing the circle into eight segments. Have students fill in each of the segments with the name and picture of someone in their support system. • COMMUNITY HELPERS: Invite one or two of the block parents or other community members who could assist children to visit the class. In a rural community, the RCMP could be invited. Have the students prepare the invitation, questions to be asked, and subsequent thank-you letter. If there are block parents in the community, have the students draw a picture of a house displaying the block parent sign. Integrate with Grade 2 Social Studies, Topic A "People Nearby". • CHILD ABUSE HOTLINE: Review the number and purpose of this 24-hour telephone crisis line that handles all types of child abuse (dial 0 and ask for Zenith 1234).

GRADE 2

THEME IV: BODY KNOWLEDGE AND CARE

34

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
– Demonstrates understanding of basic safety rules (see also Grade 2 – Theme IV, E.1) and lists the three "Don't Go If It's No" questions* for avoiding potentially dangerous situations: – Do I have a 'yes' feeling? – Will anyone know where I am? – Can I get help if I need it?	• SAFETY KIDS: Sing the song "I'm in Charge". • DECISION TIME: Introduce the following situation to students: *After school one day Justin and a few friends were playing at the park. A young man came up to Justin and asked him if he had seen his little puppy named Rags. Justin said, "No", and kept on playing. The man came a little closer, said he was really worried and would Justin please help him search for Rags before it got dark. Justin looked around the park and saw all his friends had already gone home.* Review the three "Don't Go If It's No" questions: – Do I have a 'yes' feeling? – Will anyone know where I am? – Can I get help if I need it? How would Justin answer these questions? What should he do? • PASSWORD: As a take-home activity, children, with the help of their families, could review the list of people with whom they are allowed to go. Some families have their own password system.

* Adapted from "Three Stranger Questions", Feeling Yes, Feeling No, © 1985, National Film Board. Reprinted from special permission of National Film Board/Green Thumb Theatre.

GRADE 2

THEME IV: BODY KNOWLEDGE AND CARE

GRADE TWO

SAMPLE ACTIVITIES SEQUENCE

If no resources other than the *Teacher Resource Manual* are available, this of activities is provided as an example of how the objectives may be covered. Approximate times are indicated.

LESSON	ACTIVITIES
1	Happy or Sad? (15 minutes)
2	Different Feelings (15 minutes)
3	Touch Detective; Playing or Fighting (20 minutes)
4	What If . . . ? (15 minutes)
5	Private Time For Me; Please Knock (25 minutes)
6	Private Zone (10 minutes)
7	Private Parts; Sometimes it's Hard to Say No (15 minutes)
8	Should I Tell? (10 minutes)
9	How to Say No; The Uh-Oh Feeling (20 minutes)
10	You're Not to Blame (20 minutes)
11	Support System (15 minutes)
12	Child Abuse Hotline (10 minutes)
13	Decision Time (10 minutes)

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
3. Child Abuse Prevention (Optional)*:	
(a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.	• C.A.R.E. KIT Message Cards 1-12 Discussion Cards 1a-11 • SAFETY KIDS: songbook and cassette • SOME SECRETS SHOULD BE TOLD: View film and discuss. • TICKLING TROUBLE: Present the following situation to the students: *One night, after supper, Mark was being tickled by his older brother. At first he liked it but when his brother wouldn't stop, he got mad. Finally Mark started yelling "No", and his brother stopped.* Did Mark like this touch? How did he feel? When did it change from a good (yes) feeling to a bad (no) feeling? What did Mark do? What safety action did Mark follow? • NAME THAT TOUCH: As an art activity, have students make three puppets out of construction paper, with the faces , and . Tell students you are going to share examples of touching with them and, using their puppets, they will let you know if the touch gives them a good (yes), bad (no), or confused feeling. Stress that we must trust our feelings. Provide examples of touching, such as, your favourite aunt comes to visit and gives you a big kiss. How do you feel? Good (yes), bad (no) ,or confused? (Accept all responses as equally valid.) Someone you love and who lives in your house keeps on touching your private parts. How do you feel? Good (yes) bad (no) or confused? What can you do? Review the "Four Safety Actions": – say "no" very decisively – get away from the source of the abuse – tell someone you trust what is happening – keep telling about it until someone helps you.
* Local school board approval required.	

GRADE 3

THEME IV: BODY KNOWLEDGE AND CARE 37

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• PRIVATE ZONE: Review with students when it is acceptable for an older person to touch a child's private parts; that is, for reasons of health or hygiene. • DON'T YOU TELL: Present the following situation to the students: *Chris had just moved to a new school and was feeling very lonely. One day her teacher asked her to stay after school to water the plants, and this made her feel happy. While her back was turned he came up behind her and touched her in a way that made her feel uncomfortable. She pulled away from him and said, "Stop!" He said, "Now be a good girl Chris and don't say a word. If you tell anyone I'll call you a liar and get you taken away." Chris turned around and grabbed her coat as she sped out of the room.* How did this touch make her feel? What did her teacher try to do to get her not to tell? Did her teacher have a good reason to touch her in this way? Why would it be hard for her to say no to him? Why is Chris not at fault here? Do you think it's true she would be taken away? What should she do? What if she tells someone and is not believed? (Keep on telling until someone believes her.)

GRADE 3

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• COMMUNITY CHANGES: Integrate with Grade 3 Social Studies, Topic A, "My Community in the Past, Present and Future". Discuss the "before", "now", and "after" of the students' community, stressing how their support systems have changed. For example, in the past there may not have been any block parents, or child abuse hotlines available in the community. • DECIDING WHAT'S SAFE: Review the three "Don't Go If It's No" questions: - Do I have a 'yes' feeling? - Will anyone know where I am? - Can I get help if I need it? Have students role play solutions to problem situations that you develop for your class. Examples include: - In the mall, someone asks you to show him where the bathroom is. - A neighbour from down the street offers you a ride home after school.
(b) Demonstrates understanding that families are responsible for meeting basic physical needs of children and may do so in different ways.	• WHAT DO I NEED?: Place in front of students three symbols representing physical needs. For example, an apple (food), tuque (clothing) and a brick (shelter). Instruct students that these three items are needed by all people to survive. Have pictures and related items ready if more input is needed before students can identify the three categories. Label the categories as physical needs. In small groups, have the students brainstorm as many examples as possible of each category. Close the lesson with a discussion of how their physical needs are met, primarily through the family, and that there is a great variety in the kinds of food, clothing and shelter that families provide. (This activity will be a review of Grade 1 Social Studies, Topic B, "My Family" and could also be integrated with Grade 3 Social Studies, Topic C, "Special Communities".

GRADE 3

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(c) Demonstrates awareness of the nature of physical neglect (failure to meet the child's physical needs, including failure to provide adequate nutrition, clothing, shelter, health care and protection from harm) and that the results can be harmful.	• WHO IS RESPONSIBLE?: Tell the students a brief story about a young child who neglected to take care of his or her toys (for example, leaving a bike in the middle of the driveway). The bike is accidently run over by a car. Elicit responses from students on how they look after their things, and to give examples of what happens when they neglect to do so. Discuss and define responsibility and neglect. Examples of classroom responsibilities could be plant watering, and clean-up duties. What happens if these responsibilities are neglected? (Review of Grade 1 Social Studies, Topic A, "My School".) • RELATED ACTIVITY: Make a graph that shows how many students do different jobs around their home. • NEEDS AND WANTS: It is the responsibility of parents or guardians to provide the basic necessities of life for their children. These are food, clothing, shelter, and proper hygiene and medical care. Distinguish between necessities (needs) such as food, and luxuries (wants) such as a skateboard, and develop lists. (The terms "needs" and "wants" are reviewed from Grade 3 Social Studies, Topic B "Communities Need Each Other".) Discuss the results if a child is physically neglected (e.g., inadequate provision of food). Guide the children in the development of short puppet plays that show the difference between needs and wants.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• RELATED ACTIVITY: Have each student plant a bean seed or tomato seedling and instruct them that it's their responsibility to provide the basic necessities of life for this living organism. Discuss their role. Monitor the growth of each plant. Have students record both their own height and their plant's height at regular intervals. Discuss the similarities and differences between the students and the plants. You may wish to experiment with the growth needs of plants, such as water and shelter, by withholding these necessities to demonstrate what happens when plants are neglected. This could be done with the teacher's plants, rather than those of the students. It is recommended that the plants not be allowed to die, but be restored to health once initial symptoms have been exhibited.
(d) Identifies people who could help a child who is physically neglected.	• HELPING HANDS: Brainstorm with class on how a fellow student, whose basic needs are not being met, could get help. Create a class booklet with pictures and descriptions of their support systems (family, teachers, cub leaders, ministers, baby-sitters). Discuss what to do if the first person you tell does not help you (continue to ask for help until you get it). • I CAN HELP, TOO: Introduce the following situations to the students: *On the way home on a very cold day you see a little boy leaning against his house trying to keep warm. You ask why he doesn't go inside. He answers that no one will be home for another hour or two, and he doesn't have a key.* *A person in the school choir hardly ever brings lunch to choir practise at noon, and is really hungry.* What could you say to help? To whom can you go for help? Tell students that, even if a fellow student is not a friend, he or she can still help. • CHILD ABUSE HOTLINE: Review the number and purpose of this 24-hour telephone crisis line, that handles all types of child abuse (dial 0 and ask for Zenith 1234).

GRADE 3

THEME IV: BODY KNOWLEDGE AND CARE

GRADE THREE

SAMPLE ACTIVITIES SEQUENCE

If no resources other than the *Teacher Resource Manual* are available, this sequence of activities is provided as an example of how the objectives may be covered. Approximate times are indicated.

LESSON	ACTIVITIES
1	Tickling Trouble; Name That Touch; Private Zone, (20 minutes)
2	Don't You Tell (15 minutes)
3	Community Changes (10 minutes)
4	Deciding What's Safe (15 minutes)
5	What Do I Need? (30 minutes)
6	Who Is Responsible? (15 minutes)
7 & 8	Needs and Wants (45 minutes)
9	Helping Hands (30 minutes)
10	I Can Help, Too (15 minutes)
11	Child Abuse Hotline (10 minutes)

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
3. Child Abuse Prevention (Optional)*:	
(a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.	• FEELING YES, FEELING NO: View and discuss. • POETRY POWER: Have the students work in small groups to create a list of good (yes), confused, and bad (no) feelings. Encourage debate, and if they can't agree on where to place a word put it under more than one category. For example, surprise may be either a good or bad feeling. Integrate with language arts by having each student select a feeling and write a cinquain about it. The first line is one word giving the title, second line is two words describing the title, third line is three words expressing action, fourth line is four words describing the feeling, and the last line is a synonym for the title. • WHEN TO TOUCH: Review the names of the private parts of the body (penis, testicles, breasts, vagina, vulva, and bottom). (Elective: local school board approval required.) Stress that each individual is in charge of his or her body. Have students discuss when it is appropriate to have someone touch a child's private parts (health and hygiene). It is not appropriate for a child to be forced to touch another person's private parts.
* Local school board approval required.	

GRADE 4

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• TROUBLE AFTER SCHOOL: Introduce the following situation to students: *Nicole used to like visiting her friend Bonnie's house until Bonnie's uncle went to live with them. One day, after school, Nicole went over to Bonnie's and the two girls were playing a game in Bonnie's bedroom. No one was home but the girls and the uncle. Bonnie's mom called and Bonnie went to the phone. Bonnie's uncle came into the bedroom and started to tease and tickle Nicole. While he was tickling her he rubbed her chest over and over. Nicole felt very puzzled and wondered what he was doing.* How did this touch make Nicole feel? Is it a good (yes), bad (no) or confused feeling? Why or why not? Did Bonnie's uncle have a good reason to touch Nicole's private parts? What should Nicole do now? Review the "Four Safety Actions": – say "no" very decisively – get away from the source of the above – tell someone you trust what is happening – keep telling about it until someone helps you. • LATE FOR SCHOOL: Introduce the following situation to the students: *One morning, Michael and Linda were walking to school taking their time playing tag. The school bell had just rung, but they still didn't hurry. As they were about to cross the street, a man pulled up in his car. He called them over to the car and when they got there they saw he had his pants undone, exposing his private parts.* What should they do? Who could they tell? Review the "Four Safety Actions". Was it their fault because they were fooling around on the way to school? (Reinforce that even if a child breaks a rule, he or she is not to blame in an abuse situation.)

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• HOW TO GET HELP: Discuss and/or role play how to use one's support system. Decide who can help, and practise making an appointment. Discuss and/or role play telling about a problem to someone in your support system and what to do if that person doesn't believe you. (Keep telling other people until you are believed.) (Grade 4, Theme IV, F.1) • QUESTION BOX: Have an anonymous question box where students can deposit any concerns. Present these problems and possible alternatives through class discussion. The question box could also be used to gather feedback at the end of each lesson. All children could be given a piece of paper and be asked to write a question or a comment. • BEING ASSERTIVE IS ALL RIGHT: Tell students that everyone has the right to express their emotions, ideas and opinions in a fair and responsible way. There are three ways in which people communicate; passively, assertively or aggressively. Passive people allow others to make decisions for them. Aggressive people often attack or put down other people. Assertive people express themselves openly and honestly to communicate feelings and needs. They respect the rights and feelings of others. Ask students to role play the three ways of communicating; passive, aggressive and assertive. For example, you are standing in line at the movie theatre and an adult steps in front of you, or your mom yells at you for something you didn't do. Then focus on situations, where students can practise assertiveness. They can also practise saying "no". • YES, YOU CAN SAY NO: View and discuss film. • DON'T GO IF IT'S NO: Review the three "Don't Go If It's No" questions: – Do I have a "yes" feeling? – Will anyone know where I am? – Can I get help if I need it? Students could role play, in partners, situations in which they would have to ask these questions.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(b) Demonstrates awareness that adults use different ways of disciplining children.	• WHAT'S THE RULE?: Integrate with physical education by dividing students into groups of four or six and telling them that they are going to play a game. They will be given an inflated balloon and asked to make sure it doesn't touch the ground. You will keep track of their points on the blackboard. As they play, randomly assign points. Keep playing until students begin to question the manner in which points are allotted. Debrief by explaining that when we know our boundaries and rules we feel much more secure than when we see no connections between our actions and consequences. Play again with established rules. • SCHOOL RULES: Discuss class rules and then invite the principal or assistant principal into the classroom to discuss with students the school discipline policy and the reasons for having rules. Have students who have been in other schools share how this policy is similar or different. Have students write a short letter home describing the school and/or classroom discipline policy. • MY FAMILY CARES: Review family responsibilities and roles of individual members. As a take home activity, ask students to discuss and record their family's rules and the consequences of breaking these rules. To follow up in class, discuss why their parents may have these rules, and that if adults did not care about children, they would not care what they did. • PUNISHMENT OR CONSEQUENCES: Brainstorm the various ways adults discipline children at school or at home and create a class list. For example, being sent to one's room, going to bed without supper, losing TV privileges, being denied a treat, losing one's allowance, time out, staying in at recess or noon hour, contract.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(c) Demonstrates awareness of the nature of physical abuse (the intentional use of force on any part of a child's body that results in serious injury), and that physical abuse is wrong.	• IF I WERE IN CHARGE...: Have students imagine what rules and expectations they would have of their children. Review the purposes of discipline: to teach children how to achieve for themselves; to lead them to self-discipline so they don't need continual supervision or direction; and to help children to feel a sense of pride when they behave and act in the right manner. Have students create a family motto or slogan and list some rules they would want for their family. Share these with their parents. • RELATED ACTIVITY: Give students a journal topic on discipline and their thoughts and feelings about it. • SOMETIMES IT'S O.K. TO TATTLE: View and discuss film. • YOU HAVE A RIGHT: Review the role of the parents or guardians in providing the basic necessities of life for their children (food, shelter, clothing, proper hygiene and medical care). A child has a right to this care and if it is not provided, is considered to be physically neglected. Introduce the term physical abuse and ask students for a definition. Stress that physical abuse means the child has been hurt badly by someone on purpose and has bruises, cuts, burns, or broken bones. It often happens more than once. Review that often adults use different ways to discipline; some may believe in physically punishing their children. However, such punishment should not cause bruises, cuts, burns, or broken bones. For example, a child who is spanked is not necessarily abused. Emphasize that no matter what the reason for the disciplining, a child does not deserve to be abused. It is illegal and wrong.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• ABUSE OR DISCIPLINE: Ask students to decide if the following cases are abusive: – Your best friend sleeps overnight and when he changes into his pajamas you see belt marks up and down his back. – Your friend complains to you that her dad grounded her for sneaking out of the house one night. – Jane comes home and finds her mom has been drinking. Her mom screams at Jane and starts hitting her and pulling out her hair. – Bob went to his friend's after school instead of baby-sitting his little brother and now he has lost his allowance for two weeks. – David was in the living room, playing with matches. His mom came in, saw the matches and rushed over to him. She grabbed the matches and slapped him on the hand.
(d) Identifies people who could help a child who is physically abused.	• SAFETY NET: Have students draw a picture of themselves on a piece of paper with a huge net underneath them. Explain that this net represents all the people who can provide help. Draw these people on the net. Label who they are, where they live, and their phone numbers. • CHILD ABUSE HOTLINE: Review the number and purpose of this 24-hour telephone crisis line, that handles all types of child abuse (dial 0 and ask for Zenith 1234). Create a poster advertising this line, and post in the school.

GRADE FOUR

SAMPLE ACTIVITIES SEQUENCE

If no resources other than the *Teacher Resource Manual* are available, this sequence of activities is provided as an example of how the objectives may be covered. Approximate times are indicated.

LESSON	ACTIVITIES
1	Poetry Power (15 minutes)
2	When to Touch; Trouble After School (20 minutes)
3	Late for School (15 minutes)
4	How to Get Help (10 minutes)
5	Being Assertive is All Right (20 minutes)
6	Don't Go If It's No (10 minutes)
7	School Rules (20 minutes)
8 & 9	My Family Cares; If I Were in Charge . . . (30 minutes)
10	Safety Net (30 minutes)
11	Child Abuse Hot Line (15 minutes)

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
3 Child Abuse Prevention (Optional)*: (a) Demonstrates understanding of child abuse prevention objectives taught in earlier grades. * Local school board approval required.	• FEELING YES, FEELING NO: View and discuss. • YES, YOU CAN SAY NO: View and discuss. • TOUCHES AND FEELINGS: Review with the students the concept that different kinds of touching can give people good (yes), bad (no) or confused feelings. Have students develop lists of examples, with a partner, that could be later shared with the whole class if they wished. • PRIVATELY SPEAKING: Review with students that some parts of the body are private (penis, testicles, bottom, breasts, vulva, and vagina). (**Elective**: local school board approval required.) Discuss when it is appropriate for another person to touch a child's private parts (for reasons of health or hygiene). • CAMP CONCERNS: Present the following situation to students: *Tom went away to camp one summer and met a really nice camp counsellor. He showed Tom how to use a canoe and how to windsurf. Tom always had a good time with the counsellor. One night Tom was coming out of the shower when the counsellor walked in and took Tom's towel and wouldn't give it back. Tom felt very uncomfortable especially when the counsellor started drying him off. The counsellor even touched Tom's private parts before he finally gave the towel back.* Did Tom feel good, bad or confused? How do you know? How old do you think Tom is? Does it matter? Did the counsellor have a good reason to touch Tom's private parts? Why would it be hard for Tom to say no to the counsellor? What should he do now? Review the "Four Safety Actions": - say "no" very decisively - get away from the source of the abuse - tell someone you trust what is happening - keep telling about it until someone helps you

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• IT'S HARD TO TELL: Ask students why children find it hard to tell someone that they have been sexually assaulted, physically assaulted or neglected (secrets, tricks, bribes, threats, feelings of embarrassment or guilt). Stress that even if bribed or tricked, the child is not at fault. • POWER PLAY: Review the importance of assertiveness in communicating in different situations. Make up a chart with three columns; Body Language, Powerful Yes, and Powerful No. Under Body Language, write things like body posture, facial expression, eyes, head, words, volume, and tone. Under Powerful Yes and Powerful No describe the body language that would convey that message. Have students practise assertiveness by using their body language and vocal expression. Role play situations that include adults and children. • CHILD ABUSE HOTLINE: Review the number and purpose of this 24-hour telephone crisis line that handles all types of child abuse (dial 0 and ask for Zenith 1234). Students could look the number up in the telephone book. • PUBLISH FOR A FRIEND: Have students create a short book on personal safety for young children. Buddy up the older students with a class of younger students who have had lessons on personal safety, and have them dedicate their book to their younger buddy. Have a sharing day when the older student reads his or her book to their younger buddy. The books could also be given to the younger students.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• CARTOON SUPPORT: Discuss support systems and have students create a comic strip to inform other children of what to do if they are being abused. (Tell someone in your support system and keep telling until believed.) • STREET SMARTS: Discuss lures that may be used to trick a child. Examples include: – seeking assistance – offering a job or gifts – pretending to be an authority person (e.g., someone who says he or she was sent by your parents) – offering to take your photograph. Review the three "Don't Go If It's No" questions: – Do I have a "yes" feeling? – Will anyone know where I am? – Can I get help if I need it? If the answer is "no" to any of these questions, do not do what the person asks.
(b) Demonstrates awareness that basic emotional needs are met in different ways.	• HEALTHY, HAPPY ME: Review and define physical needs with students (food, clothing, shelter, adequate medical care). List as many examples as possible. Ask students if this is all a person needs to be healthy. Through discussion define emotional needs. Underline the word emotion and indicate that these needs are feeling needs – the need for love, security, respect and a sense of belonging. Divide students into pairs. Using magazines, cut out pictures of physical needs being met and emotional needs being met. Combine pictures to create a collage.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• PEOPLE CARE: Discuss ways in which family members and friends show their love for each other, often by what they say and do. Have students design coupons depicting love, respect and appreciation, that can be given to family members and friends (e.g., "This coupon can be used for a hug"). Writing and other sharing activities could emerge as a result of giving out the coupons. • I NEED YOU: Have students write down the name of a family member or friend after each of the questions that follow. Allow time for discussion as a whole class or in small groups. Who would you like to go swimming with? See a movie with? Talk about a problem at school with? Go camping with? Read you a story? Take care of you when you're sick? Play baseball with? Give you a hug? Get advice from? • LANGUAGE ARTS EXTENSION: Students may wish to write about meaningful experiences related to emotional needs that they have had – including times when they felt their emotional needs weren't being met. **TEACHERS' NOTE: Teachers should be aware of the possible sensitive nature of written work and that peer editing and other sharing activities for written expression may not be appropriate.**

GRADE 5

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(c) Demonstrates awareness of the nature of emotional abuse (repeated behaviour that severely damages a child's emotional development and sense of self-worth),* and that emotional abuse is wrong. * Emotional abuse is a very subtle area, even for adults. It is difficult for emotionally abused children to perceive themselves as victims of this kind of abuse. The focus of this section is to promote general awareness of the importance of emotional nurturing, and the damage that can occur when emotional needs are repeatedly denied.	**TEACHERS' NOTE: For a more complete definition of emotional abuse, refer to Appendix A, page 71. It is important that the children understand the degree of severity that is inherent in the concept of emotional abuse.** • SOME SCARS DO NOT SHOW: View and discuss. • WHAT IS EMOTIONAL ABUSE?: Have students recall definitions of sexual abuse, physical neglect and physical abuse. Write emotional abuse on the board and have students brainstorm definitions and possible examples. Provide the legal definition from The Child Welfare Act (1984) in which a child is emotionally injured if she or he has been repeatedly rejected, denied affection, exposed to domestic violence, severely frightened, threatened or humiliated, and/or exposed to chronic alcohol or drug abuse by anyone living in the same residence. This abuse makes children feel very negative about themselves and they often feel that they must deserve to be treated this way. • DOES THE SHOE FIT?: Introduce the following situation to the students: *It was a hot Friday afternoon and Mrs. Smith was trying to teach her Grade 5 students how to divide with decimals. The temperature made it hard for anyone to concentrate on the lesson. Students were putting their hands up to ask for help, lining up at Mrs. Smith's desk, and chatting with friends about how to do the questions. Mrs. Smith became more exasperated as the period wore on. Several times she made comments such as, "I already explained that twice", or "Didn't you listen when I showed you how to do that?" Suddenly she lost her temper and yelled, "That's it! I've had it with you guys!" She continued to shout at the whole class for five minutes and cancelled their baseball game, planned for the last period that afternoon, as well as all their physical education classes for the next week.*

Content	Suggested Activities
	Is this emotional abuse? (Reinforce with the students that adults are sometimes too harsh with children, but only if it happens repeatedly and seriously affects how a child thinks about him or herself is it emotional abuse.) • CONSTANT PUT-DOWNS: Introduce the following situation to your students: *It was report card day, and Lisa went over to her new friend Janie's house after school. When they arrived at her house, Janie didn't want to show her report card to her Mom, but her Mom grabbed it out of her hand. As she read it, her face got redder and redder and then she started screaming at Janie. She called her all kinds of horrible names and told her she was lazy and stupid and would never amount to anything. Janie stood there looking at the floor and tears started to roll down her cheeks. Lisa was very uncomfortable and a little bit scared. Next day at school, Lisa asked Janie if she got yelled at like that very often. Janie started to cry again and said that her Mom always tells her that she hates her and that she's no good.* Is this emotional abuse? Why? What needs are not being met? Discuss the difference between occasional criticism and correction and constant humiliation. Students could generate examples and discuss them in small groups. **TEACHERS' NOTE: It may be a good time to discuss what supportive action Lisa could take when Janie makes her disclosure.**

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• COPING WITH CRITICISM: Discuss and define criticism with students. Have them make up two lists and write down, "What others say I am" and "What I believe I am". Discuss how it feels to be criticized. Some criticism is meant to hurt (destructive) and some to help (constructive). When you are criticized, imagine you have a protective shield so you can decide not to be hurt. Take a few deep breaths and imagine yourself to be safe, and then decide what to believe. You may want to agree, disagree (assertively), turn it around and give yourself a "put-up", or say nothing. Role play various alternatives when coping with criticism.
(d) Identifies people who could help a child who is emotionally abused.	• I CAN MAKE A DIFFERENCE: Inform students that children who are emotionally abused often don't realize it and therefore it is very important for us to be able to offer help. How could you help? (Be a good listener, show you care, tell someone in your support system about the problem.) How does it feel to help others? How do you think the other person feels? How can you tell? What would happen if no one helped anyone else? How can you use what you learned today? Role play helping situations such as the one outlined in "Constant Put-Downs". • GOOD NEWS: Have students find an article in the newspaper which tells of a person helping someone else, or listen for an item on the radio or television at home.

GRADE 5

THEME IV: BODY KNOWLEDGE AND CARE

GRADE 5
SAMPLE ACTIVITIES SEQUENCE

If no resources other than the *Teacher Resource Manual* are available, this sequence of activities is provided as an example of how the objectives may be covered. Approximate times are indicated.

LESSON	ACTIVITIES
1	Touches and Feeling; Privately Speaking (30 minutes)
2	Camp Concerns; It's Hard to Tell (20 minutes)
3	Power Play (20 minutes)
4	Healthy, Happy Me (30 minutes)
5	People Care (30 minutes)
6	What is Emotional Abuse?; Does the Shoe Fit?; Constant Put-Downs (30 minutes)
7	I Can Make a Difference (15 minutes)

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
3. Child Abuse Prevention (Optional)*: (a) Demonstrates understanding of child abuse prevention objectives taught in earlier grades. * Local school board approval required,	• FEELING YES, FEELING NO: View and discuss. • YES, YOU CAN SAY NO: View and discuss. • LET ME GO: Go up to a student who you know is self-confident and secure, and shake his or her hand. Do not let go of the hand, but continue to shake it gently. If the student does not eventually pull away, let go of the hand. Discuss with students why it was hard for this student to say no or pull away his or her hand. Discuss how a touch can elicit both good (yes), bad (no), or confused feelings. Other examples could include tickling or play fighting. • COOPERATIVE REVIEW: Give each student a question sheet that covers the basic personal safety concepts addressed in earlier grades, including the three "Don't Go If It's No" questions and the "Four Safety Actions". Have students attempt to complete the sheet on their own first and hand in their papers. Then, in heterogeneous groupings of three or four students, hand out the same question sheet and complete on the basis of group consensus. Discuss the answers as a class, then hand back the individual sheets for the students to mark their own. Ask how many people did better on their group sheets than on their individual ones. Not only will this activity review previously taught concepts, but it will also demonstrate the value of working together to solve problems--an important feature of child abuse prevention. • EVERYTHING YOU DESERVE: Discuss with students the United Nations declaration of the rights of the child, found on p. 81 of this manual. Have students create their own list of rights. For example, a right to caring and understanding, adequate nutrition, protection against abuse, free education, a name, and nationality. Create posters and slogans illustrating these rights.

GRADE 6

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(b) Demonstrates awareness of the legislation relating to child abuse embodied in The Child Welfare Act.	• "Information on the Child Welfare Act and the Young Offenders Act for Educators, Parents and Students" (Alberta Education) • "Protocol and Guidelines for Child Welfare Workers and School Personnel" (Alberta Education and Alberta Social Services) (Copies of the above documents should be available in every school and can be obtained through Legislative Services, Alberta Education. The address is noted on p. 73 of this manual.) • INTEGRATION – SOCIAL STUDIES: Review three levels of government (local, provincial, federal), and examples of the mandates each has. For example, local government is responsible for garbage disposal, provincial government for education, and federal government for the armed forces. Which level of government do you think is responsible for the welfare of children? Use a phone book to help determine the responsibilities of each level of government. (Grade 6 Social Studies, Topic A, "Meeting Needs Through Local Government".) • ABUSE IS...: Have students define sexual abuse, physical neglect, physical abuse and emotional abuse and compare their definitions to the words found in The Child Welfare Act. Discuss what a child should do in an abusive situation and review the "Four Safety Actions": – say "no" very decisively – get away from the source of the abuse – tell someone you trust what is happening – keep telling about it until someone helps you. Create a TV public service announcement aimed at children, to demonstrate these strategies. Share with classmates orally or as a student generated videotape.

GRADE 6

THEME IV: BODY KNOWLEDGE AND CARE

59

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• WE CARE ABOUT YOU: The Child Welfare Act states that any person who has reasonable or probable grounds to believe that a child under the age of 18 may be abused or neglected is required by law to report such abuse or neglect to Alberta Social Services. Reasonable or probable grounds are determined by a child's behavioural, emotional and physical indicators and/or by disclosure. Have students discuss why there is the law requiring persons to report these occurrences. Ask students what they think should happen to someone who has reasonable and probable grounds to suspect child abuse or neglect, but who does not report it. Inform them that there is a $2000 fine and, in default of payment, up to six months imprisonment. • SOMEONE CARES: Discuss how The Child Welfare Act demonstrates the concern of the people of Alberta about the welfare of children. Find other examples that indicate this concern (e.g., the building of playgrounds, schools, or libraries). • WHAT IF? Use the Protocol and Guidelines for Child Welfare Workers and School Personnel to explain the legal duty of school personnel if a child discloses at school. The school counsellor could be invited to speak on this topic.

GRADE 6

THEME IV: BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(c) Demonstrates awareness of what happens when abuse is reported.	• "PROTECTING CHILDREN FROM SEXUAL ABUSE" (Department of Justice, Canada): It is anticipated that copies of this document will be available in schools in Fall, 1988. The address of the Department of Justice is noted on p. 73 of this manual. • A HELPING HAND: Review reasons why it's hard for children to tell about being abused or neglected (feelings of shame, guilt, embarrassment; threats, tricks, bribes or secrets). Ask students if their brother, sister or a friend has ever done anything that has made them mad. Discuss that even if someone does something we don't like, it doesn't mean we stop caring about them. When a child likes or loves an offender, the child may be reluctant to tell because he or she doesn't want anything to happen to the offender. Emphasize that the offender needs to get professional help, and that there are many people who can help the family through this crisis. • CHILD ABUSE HOTLINE: Review the number and purpose of this 24-hour telephone crisis line that handles all types of child abuse (dial 0 and ask for Zenith 1234).

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	• LET AN EXPERT DECIDE: (Teachers may wish to invite a guest speaker into the classroom to address this topic. The Protocol and Guidelines for Child Welfare Workers and School Personnel, mentioned in the introduction to this manual, is also a valuable source of information.) Inform students that, once a suspected case of child abuse or neglect is reported to Child Welfare, a social worker has to determine if, in fact, something has occurred. The person who reports DOES NOT decide if abuse or neglect has occurred. Investigation may involve talking to the student, the parents, and other people. If the social worker finds nothing has occurred, the report is shelved. If however, there are sufficient grounds to believe that abuse or neglect has taken place, counselling and support will be offered to the family. Sometimes the offender may be placed in jail, if the police can prove a crime has been committed. Ask students why every attempt is made to keep the child in the home. • YOUR COMMUNITY CARES: Discuss community agencies such as AADAC, a sexual assault centre, or a local women's shelter that provide services to families with specific problems. Invite representatives in as guest speakers.

GRADE 6
SAMPLE ACTIVITIES SEQUENCE

If no resources other than the *Teacher Resource Manual* are available, this sequence of activities is provided as an example of how the objectives may be covered. Approximate times are indicated.

LESSON	ACTIVITIES
1	Let Me Go (15 minutes)
2	Cooperative Review (60 minutes)
3	Abuse Is ... (60 minutes)
4	We Care About You (15 minutes)
5	A Helping Hand; Child Abuse Hotline (25 minutes)
6	Let An Expert Decide (15 minutes)
7	Your Community Cares (15 minutes)

APPENDICES

APPENDIX A – DYNAMICS OF ABUSE

Child abuse is anything that endangers the development, security or survival of a child. A child is anyone under the age of eighteen.

Our increasing knowledge about the needs of children and the effects of their social environment on their growth and development is changing what we view as child abuse. Some practices which were once considered acceptable are now generally believed to be abusive. Alberta's Child Welfare Act and Canada's Criminal Code set out in legal terms what behaviours and conditions might be so harmful that it is necessary to stop them. The following are the main kinds of abuse:

Physical Abuse is the intentional use of force on any part of a child's body that results in serious injuries. It may be a single incident or a series or pattern of incidents. The Criminal Code says that physical force cannot be used on children unless the force used is "reasonable" and has been used for "corrective purposes" by a parent or someone acting in the role of a parent.

Emotional Abuse is anything that causes serious mental or emotional harm to a child. Emotional abuse may take the form of verbal attacks on a child's sense of self, repeated humiliation or rejection. Exposure to violence or severe conflict in the home, forced isolation, restraint or causing a child to be afraid much of the time may also cause emotional harm. Emotional abuse rarely happens only once. It is usually part of a particular way of relating to children.

Sexual Abuse is the improper exposure of a child to sexual contact, activity or behaviour. It includes any sexual touching, intercourse or exploitation by anyone in whose care the child has been left or who takes advantage of a child. Such a person could be a parent, a relative, a friend or a stranger. Sexual abuse of a child is a criminal offence.

Neglect is any lack of care which causes serious harm to a child's development or endangers the child in any way.

Physical neglect is the failure to meet the child's physical needs. This includes failing to provide adequate nutrition, clothing, shelter, health care and protection from harm.

Emotional neglect is the failure to meet the child's emotional needs for affection and a sense of belonging.[1]

There is a growing awareness and recognition that child abuse and its consequences are a serious problem in Alberta. Research and increasingly open public discussion about the subject are shattering many of the old myths and denials about child abuse.

Child abuse, in all its five aspects, can and does occur in every socio-economic class of our society. Statistics suggest a relatively high incidence of cases, not all of which are reported.

---

[1] From *Child Abuse. What Is It? What To Do About It?* Alberta Social Services Pamphlet. Used by permission.

Abuse is not always easily identifiable by the nature of the home setting, the behaviour of the child or the character of the offender. Physical neglect, emotional and physical abuse usually take place within the family setting, and, in most cases of sexual abuse, the offender is not the traditional stranger, but is, often, a person whom the child already knows.

Abuse by a person, often a parent or close relative, whom the child loves, trusts and is dependent upon, in a setting where the child should normally feel secure, can be very traumatic for a child. The child, especially if bribed or tricked, may feel responsible for the abuse and be afraid to disclose it for a number of reasons. These include: the natural perception, by children, of adults as authority figures; the fear that they will not be believed or are guilty in some way; and the possible consequences in terms of family dislocation.

Incidents of child abuse are generally not isolated but occur over a number of years. Such long-term abuse can result in the abused child becoming an adult with low self-esteem and personality and behaviour disorders, who repeats the patterns of their childhood in their own family life. Literature suggests that abused children may become disturbed adults, who either abuse their own children or marry child abusers. Child abuse is intergenerational and is a problem within society that has to be faced.

APPENDIX B – CHILD PROTECTION LEGISLATION

In every Canadian province, there are laws which describe conditions and acts serious enough to require the government to intervene to provide protection and/or needed services to children. Alberta's Child Welfare Act and Canada's Criminal Code set out in legal terms what behaviours and conditions might be so harmful that it is necessary to stop them.

Teachers should become familiar with:

(1) *Protocol and Guidelines for Child Welfare Workers and School Personnel* (Alberta Education and Alberta Social Services).

(2) *Information on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for educators, parents and students* (Alberta Education).

Both of these documents were distributed and should be available in schools. Extra copies are available through Legislative Services, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2, phone (403) 427-2041.

(3) *Protecting Children from Sexual Abuse* (Department of Justice, Canada).

It is anticipated that this document together with a child's booklet *The Secret of the Silver Horse* will be distributed to schools in the fall of 1988. Further copies will be available from the Department of Justice, Ottawa, Ontario, K1A 0H8.

An additional resource available to teachers is *An Overview of Issues and Concerns Related to the Sexual Abuse of Children in Canada* (October, 1988). This discussion paper is available from Health and Welfare Canada, Social Service Programs Branch, Ottawa, Ontario, K1A 1B5.

APPENDIX C – DETECTION AND REPORTING OF ABUSE

The school, in conjunction with other community agencies, has an important leadership role to play:

(1) in providing a preventative personal safety program for children

(2) in cooperating with parents and increasing their awareness and knowledge about the incidence and identification of child abuse

(3) in detecting and reporting child abuse.

As a professional group, educators have a special responsibility in identifying abuse. The majority of abused children are of school age, and for some, the school may be the only place where they can feel safe with caring adults. Many school programs address the development of the whole child, which includes social, physical, intellectual, creative, and emotional dimensions. Teachers, as trained observers of children, and through daily contact, are often the first adults to become aware, either through indicators or disclosures, of situations which could indicate abuse or neglect. Abused children are often, but not always, under achievers or have learning or behaviour problems.

There is a legal responsibility under Section 35 of Alberta's Child Welfare Act (1985) for anyone "who has reasonable and probable grounds to believe and believes that a child is in need of protection services" to report this to Alberta Social Services. Failure to report a suspected case of abuse can result in a fine of not more than $2000 or a prison term of not more than six months.

Alberta Social Services has a confidential Child Abuse Hot-line (dial 0 and ask for Zenith 1234).

It is anticipated that an adult information booklet entitled *Protecting Children from Sexual Abuse* will be distributed by the Federal Department of Justice to Alberta schools in the fall of 1988. This booklet outlines in greater detail how adults should respond to disclosure and the social services and legal follow-up that usually occurs. Further copies of the booklet and a child's booklet called "The Secret of the Silver Horse" can be obtained from: Department of Justice, Ottawa, Ontario, K1A 0H8.

INDICATORS OF ABUSE

As classroom teachers are in daily contact with children, they should be aware of the indicators which can be used in identifying possible abuse. Appendix A of the *Protocol and Guidelines for Child Welfare Workers and School Personnel* sets out specific information on how to recognize possible physical abuse or neglect, sexual or emotional abuse. Child abuse can be difficult to identify and teachers should use caution. If a teacher suspects abuse, document this in anecdotal records, noting dates, times, types of behaviours, and be prepared to follow the school reporting procedures, if necessary. If the abuse appears serious or imminently dangerous to the child, follow the school reporting procedures at once. Never question the child directly, but offer support by ensuring that the child knows that you are there if he or she wishes to talk.

DISCLOSURE

Children may reveal that they have been abused directly or indirectly. Teachers should be aware of how to handle disclosure by a child. The booklet, *Protecting Children from Sexual Abuse*, referred to above, provides guidelines on responding to disclosures. The *Protocol* gives specific instructions on how to deal with disclosure in classroom situations.

If a child discloses abuse during a lesson, acknowledge the child's statement and continue the lesson.

> Any statement made by a child to a school employee should be recorded in the child's own words but such recording should generally not occur in the presence of the child. School employees, while offering support, should refrain from initiating further interviews with the child after receiving the child's first disclosure.[2]

The teacher's role is one of reporting, not investigating. School procedures for reporting child abuse should be followed.

Indirect disclosure includes all the ways a child might talk around the subject, rather than giving specific information.

Any disclosure should be taken very seriously because statistics show that children rarely lie about abuse.

Disclosure is very difficult and painful for a child, because he or she usually feels shame and guilt for the abuse. Respond to any type of disclosure by not looking shocked, and telling the child that you believe the disclosure, are sorry that the abuse happened, and also pleased that the child has told you. Reassure the child that he or she is not at fault and that you will ensure that help is obtained.

After disclosure of abuse, a child can be helped, in the classroom setting, to develop positive self-esteem and trusting relationships with others. The teacher can help the child to develop a sense of security and belonging by providing a structured, consistent and supportive environment.

Alberta Social Services personnel could assist the teacher in finding ways to help the child cope.

---

[2] From *Protocol and Guidelines for Child Welfare Workers and School Personnel*, Alberta Social Services and Alberta Education.

APPENDIX D – SAMPLE DOCUMENTS

SCHOOL: _____

DATE: _____

To the parent(s)/guardian(s) of: _____

A Child Abuse Prevention Unit will be offered to students, starting on: _____

This optional unit of the Elementary Health Curriculum is designed to increase awareness about child abuse and to teach specific practical information about personal safety, so that abuse may be prevented.

A Parent Information Evening will be held on:

Date: _____

Time: _____

Place: _____

An overview of Child Abuse will be presented by (*mention guest speaker if appropriate*) and parents will be given an opportunity to become familiar with the unit and the resources. There will also be discussion and a question/answer period.

If you are unable to attend the meeting but would like further information about the Child Abuse Prevention Unit, please contact the school at _____.

Please return the following form to the school. If you wish to reserve judgment until the Parent Information Evening, you may complete the form after the meeting.

- - - -

SCHOOL: _____

DATE: _____

CHILD ABUSE PREVENTION UNIT

The Child Abuse Prevention Unit will be starting on _____

The following outline of the unit's objectives and the dates on which they will be taught may assist parents who wish to discuss the unit with their child.

DATE	OBJECTIVES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The following resources will be used during the unit:

_____

_____

_____

_____

Open communication between children and parents will increase the success of this unit. Please talk to your child and discuss what has been taught.

71

PARENT INFORMATION MEETING

SAMPLE AGENDA

1. Introductions

2. Dynamics of Child Abuse (guest speaker?)

3. Overview of the Program

   - objectives
   - outline of activities

4. Resources

   - have resources available for parents to view

5. Classroom Instruction

   - Who will teach the unit?
   - How will it be taught?
   - School reporting procedures

6. Parental Role

   - their contribution to the success of the program
   - parent questionnaire

7. Discussion – Question/Answer Period

   - could use a question box

CHILD ABUSE PREVENTION UNIT

PARENT QUESTIONNAIRE

Your child has recently completed a Child Abuse Prevention Unit.

Feedback from parents will assist us in evaluating the success of this unit.

Please complete this questionnaire and return it to your child's teacher by _____

1. Has your child discussed the Child Abuse Prevention Unit with you?

   Yes _____ No _____

   _____

   _____

   _____

2. What was your child's response to the Unit?

   _____

   _____

   _____

3. The goal of this Unit is to provide children with the knowledge, skills and attitudes to help protect themselves from abuse. How well do you feel the Unit has achieved this goal with your child?

   _____

   _____

   _____

4. Were you happy with the opportunities for parental involvement during this Unit?

   Yes _____ No _____

   _____

   _____

   _____

Additional Comments _____

_____

_____

Grade _____ Boy _____ Girl _____

73

APPENDIX E – UNITED NATIONS DECLARATION OF THE RIGHTS OF THE CHILD

- The right to affection, love and understanding.
- The right to adequate nutrition and medical care.
- The right to protection against all forms of neglect, cruelty and exploitation.
- The right to free education and to full opportunity for play and recreation.
- The right to a name and nationality.
- The right to special care, if handicapped.
- The right to be among the first to receive relief in times of disaster.
- The right to learn to be a useful member of society and to develop individual abilities.
- The right to be brought up in a spirit of peace and universal brotherhood.
- The right to enjoy these rights, regardless of race, colour, sex, religion, national or social origin.

Adapted from: United Nations. General Assembly. Resolution 1386/XIV. New York: November 20, 1959.